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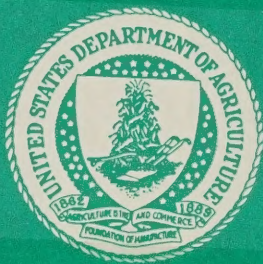
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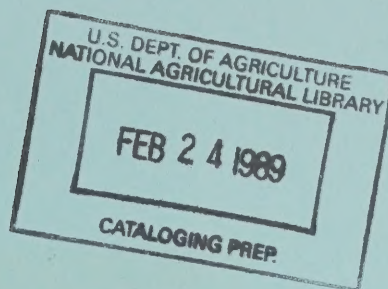
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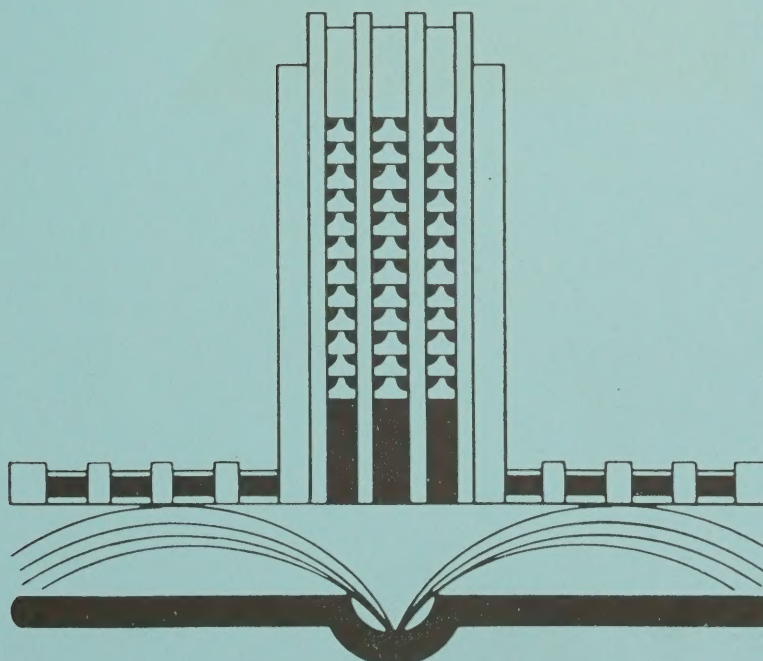
4hprk: Educational Design

A Professional Research and Knowledge Taxonomy for Youth Development

Kathleen C. Hayes
Family Information Center
and
Sandra L. Facinoli
Youth Development Information Center

September 1988

National Agricultural Library
(301) 344-3704



***4hprk*: Educational Design**

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Special thanks go to NAL support staff, Becky Thompson and Terry Price.

Background

The Professional Knowledge and Research Base of Extension 4-H Youth Development (4hprk) was a project funded by the Extension Service, U.S. Department of Agriculture. Two Land-Grant Universities cooperated with officials from the Extension Service and the National Agricultural Library (NAL) to identify the knowledge and research base of Extension 4-H Youth Development education and to abstract/compile the foundation materials to strengthen research-based 4-H youth development education throughout the United States.

Professional Research Knowledge Taxonomy Created

The Cooperative Extension Service, Mississippi State University completed the identification, collection, and annotation of works of research and inquiry related to Extension 4-H Youth Development from the academic, public and private sectors. The Ohio Cooperative Extension Service completed the identification and compilation of the knowledge base dimension of the project. This compilation represents the resources most frequently identified by Extension 4-H Youth Development professionals in the States as cornerstones for their educational programs.

The resources were subsequently sorted for the use of educators according to the five (5) basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: Communication, Educational Design, Youth Development, Youth Program Management, and Volunteerism.

Resources Housed at the National Agricultural Library (NAL)

A collection of resources identified as the 4-H professional, research and knowledge base (4hprk) is currently being assembled at NAL. Key research, books, and journal articles are being processed for the collection and subsequently added to AGRICOLA, NAL's national and international electronic database.

This bibliography, A Professional Research and Knowledge Taxonomy for Youth Development: Educational Design, was created by using the identifier "4hprk educational design" during a search of the AGRICOLA database. Readers will find such subject matter as: the Cooperative Extension Service and 4-H philosophy and mission, needs assessment, program design, program implementation, and program redirection.

In addition to being accessible electronically, hard copies of the publications are also available through the interlibrary loan system of university and local libraries.

Accessibility to published literature is one of NAL's goals. Please refer to the end of this bibliography for information on how to obtain copies of these items.

Youth Development Information Center
Established at the National Agricultural Library

One result of this tremendous effort has been the formation of a Youth Development Information Center. A joint project of the Extension Service and the National Agricultural Library, the Center's staff assist youth development professionals with accessing the resources of the Library. The staff also assist the National Association of Extension 4-H Agents as they continue to identify and abstract resources for the 4hprk collection.

The Center staff work with other youth development agencies and organizations in the establishment of national youth information networks. Staff also identify materials for the national collection.

Services offered by the Center's professionals include: answering specific questions, referring users to other agencies and organizations, and conducting literature searches in a variety of databases.

1

4-H Calculating Consumer Project: Its Effect on Members' Knowledge, Attitude, and Behavior.

Hastings, Shirley Welch.

Diss. Oklahoma State University, 1985.

NAL Call No.: S533.F66H292

Abstract: The purpose of this quasi-experimental study was to assess the impact of the 4-H Calculating Consumer Project on 4-H members' knowledge of consumer practices, their attitudes regarding consumer practices, and their adoption of positive consumer practices. A stratified random sample of 19 4-H clubs composed of 399 boys and girls, 12 to 15 years of age was randomly assigned to the control group and the experimental group. The research design utilized pretest, post test and a 3 month follow-up. Data analysis showed no significant difference in pretest scores between control and experimental groups, statistical analysis using t-tests revealed significant difference ($p=.0001$) in post test scores between the experimental and control groups in knowledge, attitude, and practice adoption. Volunteer commitment level, was similar for all volunteer project leaders. The positive effects of the project materials remained significant three months following the conclusion of instruction.

2

4-H Impact on Nebraska Home Extension Club Members.

Orr, John D.; and Nelson, Kenneth L.

Lincoln: Nebraska Cooperative Extension Service,
[198-?].

NAL Call No.: S533.F66O63

Abstract: This study was designed to answer questions as to impact of 4-H programs on Home Extension Club members and to determine what percentage of the members of the Nebraska Council of Home Extension Clubs has been involved in 4-H either as members, parents, or leaders. A survey was developed and mailed to a random sample of 400 Nebraska Home Extension Club members. Findings indicate two-thirds of those responding felt the 4-H program was a very important part of the youth educational structure; 60% felt it was very effective in teaching home economics skills and attitudes; over 40% had been 4-H members; 66% had children in 4-H at some point; and 44% had served as volunteer leaders.

3

4-H Participation and Personal Development as Perceived by Twelfth Grade Members in Delaware County, Iowa.

Hamer, Rodney Bruce.

Diss. Iowa State University of Science and Technology, 1981.

NAL Call No.: S533.F66H239

Abstract: A study to describe the relationship between participation in Delaware county 4-H activities and 4-H member's personal development. Twelfth grade students who were members of 4-H clubs in Delaware county served as the population for the study. Forty-eight of the 60 members participated in this research. The members self-selected the level of treatment in which they were exposed before the research began. Three instruments were used: 4-H Activity Inventory, Jury's Importance Survey of Delaware County 4-H Activities, and Personal Development Inventory. Participation in 4-H was the only factor measured in the study which could affect member's responses on the Personal Development Inventory. Other factors not considered could have influenced a respondent's score on any of the scales measured. Therefore, the evidence which measured the relationship between participation and personal development indicated a tendency, but not conclusive cause and effect.

4

The Adult Learner: A Neglected Species.

Knowles, Malcolm Shepherd.

Houston: Gulf Pub. Co., Book Division, c1984.

NAL Call No.: LC5215.K59 1984

Abstract: This third edition book examines the various theories of learning and how these are often the basis for adult teaching methods even though they are child learning theories. Knowles contends that techniques for teaching adults must differ from teaching children because adults bring motivations, goals, expectations and experiences which are different from those of children. This book covers theories of learning, andragogy, theories of teaching, applying theories of learning and teaching to human resource development. The book also contains selected articles by Knowles and other authors. Included are case studies, learning styles, using learning contracts, the role of training in organization development, and core competency diagnostic and planning guide.

5

Adults as Learners.

Cross, K. Patricia.

San Francisco: Jossey-Bass, 1981.

NAL Call No.: LC5219.C744 1981

Abstract: "Adults as Learners" attempts to develop in its readers a philosophical base for addressing issues relating to adult learning. The author builds, through a holistic approach, a comprehensive understanding of adults as learners by presenting research from a wide variety of methodological orientations and then develops a framework for understanding and interpreting the research. Chapters One through Three are devoted to describing the adult learner through the use of relevant research and demographic data. A discussion of key

issues confronting organizations offering adult learning opportunities is presented in Chapter Two. Chapters Four and Five are devoted to presenting an explanation of why adults participate in adult learning. Chapter Four consists of a synthesis of research in motivation for adult learning while Chapter Five introduces several theories explaining why adults choose to engage in learning projects. Chapter Six introduces an explanatory Chain-of-Response Model for motivation for adult learning. The remainder of the book is devoted to an examination of what and how adults learn with focus on the learning process as a function of aging, adult stages of development, phases of the life cycle, and teaching methods and practice. A second major explanatory model is presented in Chapter Nine where a conceptual framework for analyzing the interactions between learners and their environments is presented.

6

Andragogy in Action.

Knowles, Malcolm Shepherd.

San Francisco: Jossey-Bass, 1984.

NAL Call No.: LC5215.A53 1984

Abstract: "Andragogy in Action" goes beyond the principles and models of andragogy introduced in the author's earlier works to bring together a collection of case descriptions of how andragogical principles have been employed in the field. In the book, thirty-six case examples, submitted by individual contributors, are presented along with a discussion focusing on both the positive outcomes and less successful facets of implementation. The book opens with an overview of the development of Knowles' theories of andragogy plus delineation of a set of basic assumptions and key elements of the andragogical model. The thirty-six case examples are then presented according to the institutional setting in which the programs were conducted. Chapters are organized according to institutional applications of andragogy as follows: business, industry, and government; colleges and universities; education for professions; continuing education for the health professions; religious education; elementary and secondary education; remedial education. Knowles concludes with his analysis of the overall effectiveness of andragogy across a wide variety of settings.

7

Asking Questions.

Sudman, S. Bradburn.

San Francisco: Jossey-Bass Publishers, 1982.

NAL Call No.: H62.S796 1982

Abstract: No abstract available.

8

AV Instruction Technology, Media, and Methods.

Audiovisual Instruction

Brown, James W.; Lewis, Richard Byrd; and
Harclerod, Fred F.

New York: McGraw-Hill, c1983.

NAL Call No.: LB1043.B7 1983

Abstract: The text is designed to serve as a handbook of the principles and practice of AV instruction serving professionals and students in the fields of education, training, and communication. The book focuses not only on the use of various media but on the selection of appropriate media of instruction for a particular instructional situation. The first four chapters deal primarily with systematic organization of instruction and focuses heavily on the incorporation of media of all types into the instructional plan. The remaining 13 chapters of the text deal with the selection and use of individual media. Media discussed in detail include chalkboards, displays, graphic materials, transparencies, photography, still pictures, audio materials, motion pictures, television, specimens, models, games, simulations, computers, newspapers and other print materials, and multimedia. In addition, six reference sections assist the reader in becoming skilled in the use various media as well as providing sources of additional information and materials.

9

Busy 4-H'ers Make Better Leaders.

Meyers, J. M.

May/June 1978. v. 18 p. 10-14.

Madison: The Journal of Extension.

NAL Call No.: 275.28 J82

Abstract: The results of the test conducted suggest participation in task-related competence training programs, as 4-H projects are designed to be, significantly increase leadership ability. The way the results are obtained allows us to compare the effectiveness of different projects and activities and the impact of changes in projects or activities. Identifying specific leadership skills and behaviors affect how we design projects and programs for junior leaders, adult leaders, and staff. This study shows we don't need to rely on subjective judgment of personality to evaluate how effective youth programs are in developing leadership. Using this method we can provide quantifiable (and thus comparable), objective demonstrations of program effectiveness, and explore ways to improve selected programs. One of the design's strongest points is it measures leadership behavior performed in a real task situation. Remember, this test was small and more studies are needed before we say all 4-H projects increase leadership.

Designing Evaluations of Educational and Social Programs.

Cronbach, Lee J.; and Shapiro, Karen.

San Francisco: Jossey-Bass, c1982.

Call No.: LB2806.C7 1982

Abstract: The aim of this book is to present ways to plan and conduct evaluations that will accurately reveal how well programs are accomplishing their educational and social missions. Chapter One concerns the theory of evaluation in a political institution, with emphasis on the different styles of evaluative inquiry. Chapter Two offers three examples of evaluations of three different programs. A formal methodology for evaluations is presented in Chapters Three and Four, with importance given to external validity and internal validity, respectively. Chapter Five involves how the validity of an external inference is to be defended and what the pitfalls are. Chapter Six offers technical literature on the difficulties of statistical extrapolation, and Chapter Seven describes how to choose questions for evaluation. The controls available for strengthening internal validity are discussed in Chapter Eight, while Chapter Nine discusses how to generate data that will help in extrapolations beyond the conditions directly studied. The book concludes with a chapter on how a researcher can do the best evaluation possible.

Development of an Approach to Evaluate Inbound 4-H International Programs.

Larwood, Lillian.

Thesis. Washington State University, 1979.

NAL Call No.: S533.F66L312

Abstract: The purpose of this study was to develop an approach that can be used to evaluate inbound 4-H international programs. An evaluation approach was developed using Steels's concept of three essential elements criteria, evidence and judgments. The appropriateness of proposed criteria and information collection instruments were reviewed by a panel of state 4-H international program faculty members, and modifications in the criteria and instruments were made. The approach was tested using the 1978 LABO program in Montana. (28 host families and 18 Extension faculty members). Judgments the program--using the evidence collected in relation to the stated criteria--were made by the LABO program administrator in Montana. A reexamination of the approach after it was tested (a) reaffirmed the choice of criteria, (b) supported the ability of the host families and Extension faculty members to supply useful evidence about the program, (c) supported the utility of selecting a program administrator to make judgments, and (d) suggested some modifications in the information collection instruments.

12

Education Delivery Methods Preferred By Adults Who Guide Children.

Clark, Sam.

American Home Economics Association, Illinois, 1987?

NAL Call No.: LB2822.75.C5

Abstract: Purpose was to examine preferences of child care providers for education delivery methods. Seven child-care-related target programs held in the Extension administrative areas of Iowa were followed by participant-completed evaluation and extra items about demographics and preferred delivery methods. Completed evaluations were obtained from 402 participants. Data were subjected to frequency analyses and to product moment coefficients of correlations. Taken as a whole the responding population is female, age in the 30's, has two or more years of post-high school preparation, is employed outside the home at least part-time in some form of education endeavor, and resides in a town or small city. This population rates programs with live presenters (people programs) highest in preferred delivery methods. Face-to-face people contact is rated next highest. Electronic media are rated lowest but are still somewhat acceptable. Reading materials are rated below people programs but above electronic media methods. The data in this study support the value of continuing people as a major education delivery method.

13

Effective Communication Media for Potential Minority 4-H Youth in Franklin County as Perceived by the County 4-H Minority Advisors.

Roleade, Richard A.

Thesis. The Ohio State University, 1985.

NAL Call No.: S533.F66K6

Abstract: This study was to identify the communication media/method that could be effectively used by 4-H in reaching the minority youth of 4-H age residing in Franklin County (Columbus) as perceived by the county's 4-H minority advisors, and to describe the relationship between their perceptions and selected personalogical characteristics. All responding advisors were female and most between 35 and 39 years of age, two years of service was the most common length of service as an advisor, and most (92%) were black. The seven perceived highest ranking media were: school visits, advertisements on "MTV" stations, televisions public service announcements, peer contact, and radio and special feature programs. Correlations between personalogical characteristics and perceptions were not high and did not help explain to any great extent the variability in perceptions.

14

Effective Evaluation.

Guba, Egon G.; and Lincoln, Yvonna S.
San Francisco: Jossey-Bass Publishers, 1981.
NAL Call No.: AZ191.G8 1987

Abstract: The central purpose of the book is to propose and describe a method of evaluation keyed directly to the concerns of those with a stake in the results through the use of naturalistic methods of inquiry. Naturalistic methods are those methods by which truths are established through a qualitative field-based inquiry rather than a predetermined experimental approach. Part One of the book is devoted to analyzing a number of models for evaluation including those advanced by Tyler, Stufflebeam (CIPP), Stake, and Scriven. Part Two is devoted to introducing and comparing the nature of various paradigms of inquiry and advocates the use of the naturalistic paradigm, rather than a scientific one for investigation of issues involving human behavior. Part Three introduces the reader to the utilization of qualitative research methodologies. Topics covered in Part Three include the evaluator as an instrument, interviewing, observation, interpretation of nonverbal cues, and using unobtrusive means and documents. Part Four introduces the actual steps in carrying out a naturalistic, responsive evaluation and includes discussion of such issues as initiating and organizing the evaluation, identifying key issues and concerns, gathering useful information, and reporting results and recommendations.

15

The Elements of Character Mission Content of American Youth Organizations Since 1880.

Erickson, Judith.
Midwest Sociological Society, Des Moines, Iowa, March 1986.
NAL Call No.: HS2723.E7

Abstract: Two research questions were addressed in this paper. They were: 1.) Is it possible to discern facets of the dual nature of adult-sponsored organizations for youth through an analysis of the content of their mission statements (directed to adults) and of their pledges/laws/etc., directed to the young members and, 2.) Would a similar analysis of a succession of mission statements and laws of several successful organizations reveal patterns in the adjustments made over time. The focal organization was Boys Scouts of America, but other groups were studied including 4-H. The Minnesota Contextual Content Analysis program was used to classify textual material into four general context categories: traditional, practical, emotional, and analytic.

16

Evaluating with Validity.

House, E.

Beverly Hills, CA: SAGE Publications, 1980

NAL Call No.: H62.H64

Abstract: No abstract available.

17

Evaluation: A Systematic Approach.

Rossi, Peter Henry; and Freeman, Howard E.

Beverly Hills: Sage, c1985.

NAL Call No.: H62.R6 1985

Abstract: Evaluation: A Systematic Approach would be most useful to program developers and evaluators or students of social research. As the title indicates, the book helps the program administrator or evaluator systematically look at the evaluation process and techniques in relation to the total program development process. An important chapter is one that helps practitioners or evaluators recognize that evaluations must be tailored to the program for effective fine-tuning and refinement. An underlying function of this book is helping the program developer and administrator become more accountable for program results. The chapter "Program Monitoring and Accountability" helps in the assessment of whether or not the program is reaching the appropriate target population and whether or not the delivery of services is consistent with program design specifications. The purpose and value of various monitoring techniques are identified. "Strategies for Impact Assessment" is a chapter that highlights the critical issues of impact evaluations. The authors indicate the difficulties of determining whether a program produces more of an effect, or outcome, than would have occurred either without the intervention or an alternative one. Three chapters follow this introduction to impact evaluation providing the evaluator a complete synopsis of research designs for impact assessment, with one chapter devoted to measuring program cost effectiveness. These chapters provide a good presentation of research designs from within the context of evaluating social service and educational programs. The concluding chapter provides the rationale and reasons for program evaluation use. A major contribution in this chapter is how to reduce conflict between the evaluator and the stakeholders or policy makers using the results. Additionally, five specific guidelines are discussed for maximizing the use of evaluation results.

18

Evaluation of the Minnesota Pilot of the Congressional Award Program.

Hedin, Diane; Simon, Paula; and Walker, Joyce.

St. Paul, MN: Center for Youth Development and Research,
University of Minnesota, 1982.

NAL Call No.: HQ796.H4

Abstract: In 1981 the Center for Youth Development and Research, University of Minnesota, was asked to evaluate the Minnesota Pilot of the Congressional Award Program. The Congressional Award Program was established to promote initiative, achievement and excellence of youth through public service, personal interests, physical fitness, and expedition. The purposes of the study were to: (1) Provide information to staff and board of the Minnesota Pilot Program both as a basis for program improvement and as a documentation of the implementation process. (2) Provide information to the national staff and board to assist them in identifying the strengths and weaknesses of the Minnesota Pilot in order to make objective recommendations regarding the future of the Congressional Award. This report investigated the following issues: the mission and purpose; demographic information about participants; drop-outs from the program; demographic information about advisors; involvement and experiences of advisors; training of advisors; the process of outcomes of goal-setting; the marketing system; and program costs.

19

An Evaluation of the National Youthworker Education Project:
A Summary Report.

Corder-Bolz, Judy; and Wisely, D. Susan.

n.p.: n.p., 1980?

NAL Call No.: HS3353.C6

Abstract: The National Youthworker Project came into being as a three-way partnership between the Center for Youth Development and Research at the University of Minnesota; eight girl-serving organizations and the Lilly Endowment. The project was national in scope and was to study the needs, concerns, and aspirations of young women. This summary report presents, in a very condensed form, some of the conclusions gleaned from the 400 page final report. The research findings have also been distributed as a paperback book, Young Girls A Portrait of Adolescence. The eight girl serving organizations studied were: Camp Fire Girls, Girls Club, Big Sisters, Red Cross, Girl Scouts, YWCA, National Federation of Settlements, and 4-H.

20

Evaluation Report of the National Leadership Conference Camp
Pin Oak, Missouri, Camp Miniwanca, Michigan, June, July 1982.
Conrad, Daniel.

[St. Paul, MN?]: University of Minnesota, Center for Youth
Development and Research, October, 1982.

NAL Call No.: BF637.L4C6

Abstract: The purposes of this evaluation are first to assess the degree to which the formal objectives of the National Leadership Conference (NLC) were accomplished. Secondary, was to understand the operational meaning of the announced objectives. The third purpose was to try to determine what functions, elements, or combination of elements contributed most strongly to the attainment of the above. The extent was to both summative and formative: to provide objective assessment of the outcome of the NLC experience, and to provide information for future development of the program itself. There were various methods of collecting data: participant observation and interviews, questionnaire polls, a formal test. The overall conclusion of the study was that the results of the study called for no change in the model used by the National Leadership Conference.

21

Evaluation Research Methods for Assessing Program
Effectiveness.

Weiss, Carol H.

Englewood Cliffs, NJ: Prentice-Hall, c1972.

NAL Call No.: H62.W4

Abstract: This book holds as its central premise the notion that effective and meaningful evaluation is achieved through utilization of social science research methodologies but conducted in an action context. The book is designed to function as a basic text in evaluation of social programs for both undergraduate or graduate students. Topical areas dealt with in a chapter by chapter approach include purposes of evaluation, formulating the question and measuring the answer, design of the evaluation, the turbulent setting of the action program, and utilization of evaluation results.

22

Executive Summary of the Final Report of the Experiential
Education Evaluation Project.

Conrad, Daniel; and Hedin, Diane.

St. Paul, MN: Center for Youth Development and Research,
University of Minnesota, [198-?].

NAL Call No.: LB1027.C6

Abstract: The specific purposes of this study were: To define experiential education and develop a typology of programs; to assess the impact of experiential education programs on the

psychological, social and intellectual development of secondary school students; to identify existing measures and instruments and to design new ones for assessing these outcomes; and to use this data to identify the program variables and practices that are most effective in facilitating student development. The pre-post test data show that experiential education programs can have a positive impact on students' psychological, social and intellectual development. Students in experiential programs tended to increase significantly, both in absolute terms and in relation to students in classroom programs, in the major scales employed in the study. On every scale in the study there were differences among the experiential programs. It was found that the most powerful predictors of growth were characteristics of the experiences of individual students.

23

Extension Community Leadership Programs in the United States.

North Central Regional Center for Rural Development.

Ames, IA: North Central Regional Center for Rural Development, Iowa State University of Science and Technology, 1984.

NAL Call No.: S544.E97

Abstract: The major objective of this report was to share information gained from the nation-wide survey concerning community leadership programs. The report summarizes the nature and kinds of community leadership programs conducted by Extension across the country. It is designed for Extension workers who are directly involved in the design, organization, planning, conduct, and evaluation of community leadership programs. There are two sections. The first section is a summary and analysis of the results of the survey of Extension community leadership programs conducted in 1983. The second section contains the detailed information on leadership programs that were submitted through the national survey.

24

Factors Associated with 4-H Youth's Interest in Sewing.

Hartley, Martha Roberts.

Thesis. West Virginia University, 1984.

NAL Call No.: S533.F66H323

Abstract: The purposes of the study were to survey West Virginia 4-H youth to ascertain if they were interested in sewing, and whether they perceived adult help was available to support this interest. The participants included 494 female members ages 9-21 attending 4-H camps in four West Virginia counties. Two-thirds of the respondents indicated that they had an interest in sewing, yet 46% of the sample with expressed interest in sewing were not enrolled in 4-H clothing projects (p. 01). Forty-two percent of the respondents had never enrolled in a 4-H clothing project although they were interested in sewing. Seventy-eight percent of those who had taken home economics classes in school

responded positively to that sewing experience. Support for sewing was provided by mothers in the home, 80% of whom did some sewing with additional support from grandmothers, 41% who sewed. Youth reported grandmothers sewed more than mothers. This study suggests further research be completed to determine motivational factors such as the types of garments and other sewing activities that are of interest to youth.

25

Final Evaluation Report of Youth Experiencing Success
(Project SAY YES).

Conrad, Dan

St. Paul, MN: National Youth Leadership Council, Center for Youth Development and Research, University of Minnesota, 1982.

NAL Call No.: HS2725.A3C6

Abstract: This is the report of an evaluation effort of the Youth Experiencing Success (Y.E.S.) project. The Y.E.S. project was an effort by Saint Louis to deal with critical youth problems of employment and education. It involved high school as teachers and tutors to younger students. The high school students received employment, leadership training and experience. The major issues investigated and reported on are: mission and purpose of Y.E.S., planning and implementation of the program, selection and training of staff, role of high school leaders and what they contributed and received, middle school participants and what they gained, possibilities for further study, summary of strengths and weakness, and recommendations. The evaluation involved attendance at two planning meetings; participation during the training period; site visits; design, administration, and analysis of questionnaires and pre-post tests.

26

Getting it Together in Chevak: A Case Study of a Youth
Organization in a Rural Alaskan Village.

McDiarmid, G. Williamson.

[Fairbanks, AL?]: Institute of Social and Economic Research, University of Alaska, 1983.

NAL Call No.: HQ796.M2

Abstract: This paper examines a youth organization developed in a rural Eskimo village both to educate youth and to integrate them into functional roles in the community. What makes this youth organization unusual is that it is entirely indigenous and self-supporting. It is neither part of a national organization nor is it funded by an outside agency. The data was collected by interview with leaders in the organization, with village leaders, and with youth and their parents. Also, by systematically observing all of CVYA's activities and recording the observations on an instrument specifically designed for this

project. Finally, the author searched through past financial records and board meeting minutes for information on the origins and growth of the organization.

27

A Guide for the Planning, Implementation and Evaluation of a 4-H Camp Counselor Training.

Hille, Lisa Diane.

Thesis. Washington State University, 1985.

NAL Call No.: S533.F66H52

Abstract: The purpose of this study was to develop, implement and evaluate a practical and effective counselor training for the Clallam County 4-H summer camp counseling staff; offering a guide for other 4-H or youth camp directors to follow. Felt needs were analyzed from the evaluations by the Clallam County 4-H camp staff of 1983. Unfelt needs were determined through a study of materials in the area of camp counselor training. Two evaluations took place: evaluation of program upon completion of training, and evaluation of the skills learned at the training and their effectiveness upon completion of the week of camp.

28

How to Design a Program Evaluation.

Fitz-Gibbon, Carol Taylor; and Morris, Lynn Lyons.

Beverly Hills, CA: Sage Publications, c1978.

NAL Call No.: LB2823.F5

Abstract: This book presents alternative designs for use in evaluating. Chapter One introduces the reader to evaluation and the evaluation designs in summative and formative evaluations. Chapter Two includes the elements of a design, such as the different types of groups, the times at which measurements are made, and selecting a design. Chapter Three provides an overview of the different designs used, while Chapter Four concentrates on the control group designs. Control group designs are broken down into the groups of true control groups, which utilizes pretest-post test and post test only designs, and the non-equivalent control group of pretest-post test. Chapter Five examines the time series designs, which includes the time series design and the time series design with a non-equivalent control group, while Chapter Six concerns the before-and-after design. Chapter Seven examines analysis of variance (ANOVA), specifically setting up an ANOVA matrix and interpreting the results. The final chapter deals with how to randomize, as in having a representative sample of the group you wish to evaluate. This book is the third in the Program Evaluation Kit, a series of eight books written to guide and assist in planning and managing evaluations.

29

The Impact of the Extension 4-H Program on the Lives of 4-H All Stars in East Central Extension District.

Compton, E. Wayne; and Burkett, M. Sexton.

[Blacksburg, VA?]: Virginia Cooperative Extension Service, 1984.

NAL Call No.: S533.F66C623

Abstract: Becoming an All Star is the highest honor a 4-H member can achieve. Since the inception of the 4-H All Star program 60 years ago, 865 4-H youth from East Central District have been tapped into the Virginia 4-H All Stars. Program evaluation and accountability for programs which are funded from the public sector is becoming more and more important as demand for fewer public dollars increases. The purpose of this study was to evaluate the long range impact of the 4-H Extension program in East Central District on the lives of 4-H All Stars. The specific objectives of this study were: 1. To describe 4-H All Stars in terms of selected demographic variables: (a) sex, (b) age, (c) early residence and (d) level of formal education. 2. To determine if there were differences in scores on the 4-H related items (on the survey instrument) which could be attributed to the following demographic variables: (a) sex, (b) age, (c) early residence and (d) level of formal education.

30

Implications of Preferences Found in the Learning and Teaching Styles of 4-H Members and Adult Volunteers.

Crom, Rhoda.

Thesis. University of Minnesota, 1986.

NAL Call No.: S533.F66C72

Abstract: A research study was conducted to determine the relationship between learning style preferences of 4-H members and teaching style preferences of 4-H adult volunteers. Additionally, the conceptual levels of 4-H members was studied in relationship to the environment that facilitates the most learning. Our study involved 71 4-H members between the ages of 12-19 and 26 4-H adult volunteers from two different county 4-H programs. These individuals were given the following inventories: Kolb Learning Style Inventory, Gregorc Teaching Style Inventory, and Hunt Conceptual Level Model. Our research showed that 40 percent of the adult volunteers preferred a Concrete-Experience method of teaching, 43 percent preferred Active-Experimentation, 42 percent preferred Reflective-Observation and preferences of 4-H members were as follows: 66 percent - Concrete-Experience, 63 percent - Reflective-Observation, 56 percent - Active-Experimentation and 33 percent Abstract-Conceptualization.

31

Indianapolis Girls and Young Women Speak out Summary of Findings from a Comprehensive Study of Metropolitan Indianapolis Girls and Young Women Ages 6 to 24 Years.

Haas, Linda.

Indianapolis, IN (3050 N. Meridian St., Indianapolis 46208): conducted for the Alliance for Girls' Services, c1984.

NAL Call No.: HV879.H3

Abstract: The Alliance of Girls' Services is an organization that includes as its members many Indianapolis agencies that serve girls and young women. In order to plan future programs and keep in step with the contemporary concerns of young females in their service areas, the alliance member agencies commissioned a three-part research project. Part one: A demographic study, Part two: A telephone survey of agencies, and Part three: Personal interviews with young females. The information generated by the research project is designed to be used in program planning by agencies that serve girls and young women. It covers areas of parent and peer relations; education and employment; sexuality, marriage and parenthood; rule-breaking, and drug and alcohol use; recreation; and self concept.

32

Indicators of Quality of the 4-H Club Delivery System.

Orr, John D.

[Lincoln]: University of Nebraska, Cooperative Extension Service, [1985?].

NAL Call No.: S533.F66O62

Abstract: This four-page bulletin reports the findings of a study of Nebraska volunteer 4-H leaders' perceptions of factors they feel contribute to the quality and success of the 4-H club educational delivery system. Of the 9,940 adult volunteers involved in leadership roles with Nebraska 4-H members, a random sample of 230 were surveyed. Their perceptions of indicators of quality are presented here.

33

Introduction to Research in Education.

Ary, Donald; Jacobs, Lucy Cheser; and Razavieh, Asghar.

New York: Holt, Rinehart, and Winston, c1985.

NAL Call No.: LB1028.A7 1985

Abstract: This text is designed to familiarize the beginning student in educational research with basic procedures for conducting an original research project while also providing the student with the basic competencies for understanding and evaluating the research of others. The text begins with a overview of the scientific approach as a method of systematic

inquiry and a discussion of the role of both inductive and deductive reasoning in scientific thought. This introduction is followed by a section focusing on the formulation of the research question, identifying populations and variables, assembling the review of literature, and deriving hypotheses. A section dealing with statistical analysis discusses the differences between descriptive and inferential statistics and the role of sampling in inference. In this section, an emphasis is placed on matching appropriate statistics to the type of data to be analyzed and the research questions or objectives of the study. The concepts of reliability, validity, as well as different types of measurement instruments are discussed in a section dealing with the fundamentals of measurement. The heart of the text is a discussion of the major types of educational research including ex post facto, descriptive, correlational, historical, experimental, and survey research. The work concludes with a guidelines for writing research proposals and for analyzing, interpreting, and reporting research results.

34

An Investigation of 4-H Camping Programs in the United States and Their Contribution to the Growth and Development of Youth.
Bullard, Delbert Lance.

Diss. Texas A&M University, 1979.

NAL Call No.: S533.F66B8

Abstract: This study has been conducted to help state 4-H coordinators realize the importance of current youth development data in the camping program, increase participation, and formulate guidelines for expansion. A survey was prepared to determine the status and characteristics of the program from a national perspective. The study indicated that variations in facilities and programs provided a wide range of youth-centered, leader-directed activities. As a result of the study the following goals were established: to develop a long range plan for coordinating 4-H camping and outdoor education programs on a unified national basis; to develop a plan of action to expand the concept of inter-agency cooperation between youth-serving agencies; to develop a curriculum for 4-H camping directors to develop their skills in expanding programming, training techniques, staff and personnel development, budgeting and evaluation.

35

Learning Theories for Teachers.

Bigge, Morris L.

New York: Harper & Row, c1982.

NAL Call No.: LB1051.B5 1982

Abstract: This book is designed as a text in courses of learning theory, educational psychology, or psychological foundations of education. Chapter One: Why Is Classroom Learning a Problem?

introduces the reader to the major theories of learning. Chapter Two: What Early Theories of Learning Are Reflected in Current School Practices? examines the major pre-twentieth century theories of learning. Chapter Three: What Are The Two Major Families of Contemporary Learning Theory? presents the Stimulus-Response Conditioning Theory and the Gestalt-Field Theory, while Chapter Four: How Do The Two Families of Contemporary Learning Theory Describe the Learning Process? introduces the premise of each theory. The other chapters in this book explain several theories of learning and ideas in teaching, such as Skinner's Operant Conditioning Theory, Gagne's Behavioristic-Elastic Psychology, Bandura's Social Learning Theory, the Cognitive-Field Theory of Learning and its use in conjunction with life space, and Bruner's Cognitive Psychology in reaction to teaching and learning. Other topics include how learning transfers to new situations, how teaching is related to learning, teaching for explanatory understanding, and reflective teaching and learning. This book fundamentally describes the modern theories of learning.

36

Lessons Out-of-School: Boy Scouts, Girl Scouts, and 4-H Clubs as Educational Environments. (ED 232 833)

American Educational Research Association, Montreal, Canada, 13 April, 1983.

NAL Call No.: Fiche no. 233.

Abstract: This paper departs from most research on education outside schools by examining what young people learn not from the workplace or from community-based school programs, but rather from an educational setting so commonplace we overlook it. This is the community youth group, such organizations as Boy Scouts, Girl Scouts, and 4-H community clubs. Rather than being viewed as trivial institutions, youth groups should be seen as one form of community-based education - parents' attempts to provide their children with a set of educational experiences they believe is missing from public schooling. Particular clubs and troops flourish and decline. Volunteers grow tired and early adolescents grow up and move on to more adult activities. But youth groups themselves are a sign of health in a society, of people concerned enough about education to teach other people's children without recompense.

37

Life Skills Development Through 4-H: A Survey of Adolescent Attitudes.

Collins, Olivia P.

Thesis. University of Nebraska, 1984.

NAL Call No.: S533.F66C68

Abstract: This study was to investigate 4-H adolescents' attitudes about life skills development through 4-H and the

influences on this development. All 4-H youth 13 to 19 in 11 Nebraska counties voluntarily completed a written questionnaire with the consent of their parents. The sample consisted of 360 teens, 62.8% girls and 37.2% boys. Percentages and frequency counts were used to describe personal and family characteristics, perceptions concerning family relationships and 4-H participation, and persons, projects, and activities influencing life skills development. The Pearson Correlation Coefficient was used to examine the relationship between life skills learning and family strengths. The t-test was used to examine the difference between boys and girls in life skills learning, importance of parent participation in 4-H, and influence of groups other than 4-H on life skills development. The analysis of variance was used to examine the relationship between years enrolled in 4-H, life skills learning, and family strengths. The findings show that life skills are learned through 4-H and there is a correlation between life skills learning and family strengths and that the longer young people are enrolled in 4-H, the more they perceive life skills are learned.

38

Looking in Classrooms.

Good, Thomas L.; and Brophy, Jere E.

New York: Harper & Row, c1987.

NAL Call No.: LB1025.2.G62 1987

Abstract: The central purpose of the book is to help teachers, supervisors, principals, and other educators or administrators develop skills in observing and describing interactions between teachers and students in a classroom situation. By becoming more skilled in classroom observation, the authors contend that, teachers can enhance their effectiveness in attaining educational objectives and goals by modifying behaviors in accordance with what is observed. In addition, the book also presents relevant knowledge, research, teaching techniques, and other findings that can be used to increase teaching teacher effectiveness. In short the book outlines a method for observing, describing, and understanding classroom behavior that can be instrumental in developing a teaching style that facilitates reaching individual and classroom objectives. Topics covered in the book include; (1) classroom life; (2) classroom complexity and teacher awareness; (3) seeing in classrooms; (4) teacher expectations; (5) modeling; (6) preventing problems; (7) coping with problems effectively; (8) motivation; (9) mastery learning, individualized instruction, and open education; (10) teaching heterogenous classes; (11) instruction; and (12) improving classroom teaching.

Michigan Early Adolescent Survey Final Report.

Keith, Joanne; and Hoopfer, Leah.

East Lansing, MI: Michigan State University Cooperative

Extension Service, [1985?]. Report number 4-H 1338

NAL Call No.: HQ792.U5M5

Abstract: The overall purposes of the survey were to (1) develop a profile of Michigan early adolescents that focused on out-of-school activities and included biological, psychological, and sociological information, (2) develop a profile of families which included early adolescents, (3) assess the developmental needs of Michigan early adolescents and their families, (4) identify how early adolescents used their out-of-school time and how they would like to use it, and (5) gain information related to specific 4-H Youth Programs topics. Data were the results of a state-wide survey of 304 early adolescents and their parents conducted in 1983. Subjects were selected using a stratified multi-stage cluster sampling technique. This report provides descriptive data. Descriptive findings are reported on self-esteem, self-management, career exploration, sex role attitudes, stress and coping, family communication, family relationships, family time, parental expectations, parental needs for help outside the home, activities outside of school and other topics of interest to 4-H.

Nebraska 4-H Youth Mission Study.

Rockwell, S. Kay.

Lincoln, NE: Nebraska Cooperative Extension Service, Institute of Agriculture and Natural Resources, University of Nebraska, c1980.

NAL Call No.: MLCM 83/412

Abstract: This study was conducted to obtain data to provide the basis for developing a Nebraska "4-H Mission Statement." The resulting mission statement serves as a set of current goals and objectives to be utilized at various levels of program implementation within the state. County, district and state leadership develop specific objectives and precise programs to meet the needs and interests of youth in the community based on the mission statement. The study was divided into three specific parts: Phase I - Program Expectations; Phase II - Program Performance; and Phase III - Audience and Organization. Phase I was administered to a random sample in selected Nebraska counties and to all individuals or representatives of companies listed as state 4-H program donors. Phases I, II, and III were administered to a random sample of individuals associated with 4-H Youth Development Program in selected Nebraska counties along with all Cooperative Extension personnel.

41

Participants in the 4-H Junior Leadership Program: Their Characteristics, Attitudes, and Experiences.

Fisher, Christine M.

Thesis. The Ohio State University, 1982.

NAL Call No.: S533.F66F52

Abstract: The purpose of this study was to describe the characteristics, attitudes and perceptions of Ohio junior leaders about the Junior Leadership program. Junior leaders from 10 counties in Ohio participated. A mailed questionnaire was used to collect data. The most valuable leadership activities were found to be helping with Junior Fair activities, teaching younger 4-H members and being a camp counselor. Respondents ranked the most important purpose of Junior Leadership to be to learn to lead groups and secondly, to meet people and make friends. The areas of training which respondents believed they needed most were how to motivate 4-H members to participate, how to recruit new members and styles and concepts of leadership. The type of recognition that respondents indicated they would like to receive was certificates, plaques, or trophies. Recognition by advisors and 4-H agents was also desired.

42

Perceptions of 4-H Members, Leaders and County Agents Toward the Montana 4-H Vegetable Gardening Projects.

McMaster, Susan Lynn.

Thesis. Montana State University, 1985.

NAL Call No.: S533.F66M23

Abstract: This study was designed to investigate the perceptions of 4-H members, 4-H leaders and county agents toward the Montana 4-H vegetable gardening projects with respect to experience and skills they felt were important to the projects, instructional materials, weaknesses and strengths of the projects, and recommendations for change or improvement of the project. Data were gathered through the use of mailed questionnaires sent to a random sample of 35 county agents, 60 4-H leaders and 145 4-H members. Acquiring the knowledge and developing the skills needed to care for and manage a well planned vegetable garden project were strengths of the gardening projects and too little emphasis on the basics of vegetable gardening were weaknesses of the Montana vegetable gardening projects.

43

Perceptions of benefits derived by individuals participating in Wyoming 4-H programs.

Wardlaw, Mary Kay.

Thesis. University of Wyoming, 1985.

NAL Call No.: S533.F66W34

Abstract: The purpose of this study was to determine benefits derived by individuals participating in Wyoming 4-H programs. Information in this study can be used by professional Extension staff to implement new, and improve existing 4-H programs. A mail survey of Wyoming 4-H members was conducted. The questionnaire consisted of statements with a 5-point Likert scale and three open-ended questions. The Statistical Package for the Social Sciences "frequencies" program was used to analyze the data. The sample revealed Wyoming 4-H offers positive consequences including knowledge gains, self-attitude development, social attitude and behavior development, happiness, environmental awareness, and future opportunities exploration. Negative consequences reported were unfair competition, too much emphasis on winning, lack of challenge for older members, and interference with other activities. Recommendations for program improvement are included. Counties are encouraged to conduct surveys of local needs and concerns.

44

Perspectives and Program Proposals for an Applied Research Collaboration.

Eisikovits, Zvi.

St. Paul, MN: The Center for Youth Development and Research and the 4-H Youth Development Program of the Agricultural Extension Service, University of Minnesota, 1982.

NAL Call No.: S533.F66E36

Abstract: The information which constitutes the basis of this report was collected by a variety of qualitative methods. Semi-structured interviews were conducted with key people both at CYDR and the 4-H. All senior CYDR faculty were interviewed. Also interviewed were 4-H administrative personnel, agents, and volunteers. Particular attention was given to the perspectives of youth involved and not involved in 4-H, although time constraints prevented planned personal interviews with youth around the state. This document has presented an outline for developing a CYDR-based research unit to focus on the research and knowledge utilization needs of 4-H. It is suggested that such a research component could help 4-H personnel to dramatize and utilize the youth development potential in their organization. The author feels such a development is timely and necessary since Minnesota has an appropriate research unit with a closely compatible orientation.

45

Practical Evaluation.

Patton, Michael Quinn.

Beverly Hills: Sage Publications, c1982.

NAL Call No.: H62.P3

Abstract: Patton's Practical Evaluation is geared toward evaluators who do relatively small-scale evaluations; its primary concern is for "evaluators operating at the local or state level under severe resource constraints and with little supportive research infrastructure." As the title suggests, it is an extremely practical evaluation guide based on the fundamentals, or basic skills required for effective evaluation. The author defines evaluation fundamentals as occurring within a framework of utility, feasibility, accuracy, and propriety. Chapters are devoted to each of the fundamentals and cover such things as writing proposals; identifying, organizing, and working with an evaluation task force; goal clarification; design alternatives; questionnaire construction; interviewing; managing information systems; data analysis; making recommendations; and fostering utilization of findings. The chapters present the basic material that Patton uses in evaluation workshops he conducts for evaluators, program staff, and program directors. The emphasis of this book is on learning and practicing the fundamentals of evaluation in order that useful information can result from the process. Evaluation issues such as models and types of evaluation also are discussed. Patton provides a chapter devoted to reviewing the overall themes of the book: taking professional standards seriously, actively involving decision makers and information users in the evaluation process, multiple evaluator roles and responsibilities, and individual style. Practical Evaluation is a useful resource for those seeking to carry out practical and utilization-focused evaluations.

46

A Profile of Community-Youth Organization Members, 1980 From the High School and Beyond Study of the National Center for Education Statistics High school and Beyond Study.

Erickson, Judith.

Boys Town, NE: Boys Town Center for the Study of Youth Development, 1980.

NAL Call No.: HQ796.P7

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

47

A Profile of Junior Achievement Members, 1980 from High School and Beyond Study of the National Center for Education Statistics High School and Beyond Study.

Erickson, Judith.

Boys Town, NE: Boys Town Center for the Study of Youth Development, 1980.

NAL Call No.: LB3605.P7

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

48

A Profile of Program Development Efforts: Final Report.

Cheatham, Danny L.

[Mississippi?]: Mississippi Cooperative Extension Service, Department of Agricultural and Extension Education, Mississippi State University, [1986?].

NAL Call No.: S533.F66P74

Abstract: The purpose was to identify 4-H program development efforts and models in order to provide baseline data for identifying models depicting knowledge and skills required for effective program development. A survey instrument was developed by using a literature review to compile a list of program development competencies needed by county 4-H staff. It was administered to state and county level 4-H personnel. To aid in understanding the data received the following statistical procedures were used: descriptive statistics, central tendency data, Duncan's Multiple Range, and factor analysis. The findings showed that significant statistical differences exist between state level 4-H staff and county level 4-H staff with regard to the perception of the county 4-H agent's ability to perform the items and training needed. Also, most states had used some type of program development model in planning and developing 4-H educational programs.

A Profile of Vocational Student Organization Members, 1981
from the High School and Beyond Study of the National Center
for Education Statistics High School and Beyond Study.

Erickson, Judith.

Boys Town, NE: Boys Town Center for the Study of Youth
 Development, [1980?].

NAL Call No.: LB3613.V6P7

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

Program Evaluation: a Practitioner's Guide for Trainers and
Educators: Sourcebook.

Brinkerhoff, Robert O.

Boston: Kluwer-Nijhoff; c1983.

NAL Call No.: HV11.P739

Abstract: The "Sourcebook", and included "Casebook", comprise two parts of a three-part package designed as a set of references for use by individuals involved in the evaluation of educational programs. The works have a broad base of application ranging from evaluation of corporate training programs to educational programs for youth. The materials provide a framework for designing, conducting, and utilizing evaluation for the purpose of improving current or future educational programs. They are written for the practitioner as guidelines for conducting useful and practical evaluation projects. The "Sourcebook" begins with a discussion of various interpretations of the meaning of evaluation followed by a step by step treatment of the major components of an evaluation project. The authors identify the following as major components of conducting a program evaluation: (1) focusing an evaluation and clarifying its purpose; (2) designing an evaluation; (3) collecting information; (4) analyzing information; (5) reporting - interpreting and using evaluation findings; (6) managing evaluation activities; and (7) evaluating evaluation efforts. A chapter of the book is devoted to each of these major components. A companion material to the sourcebook and included

"Casebook" is the "Design Manual" which contains a programmed set of directions, worksheets, examples, and checklists designed for tailoring an evaluation to a particular use.

51

Qualitative Evaluation Methods.

Patton, Michael Quinn.

Beverly Hills: Sage Publications, c1980.

NAL Call No.: H62.P32

Abstract: Patton's Qualitative Evaluation Methods is geared toward the scientific researcher or applied social scientist who wants to expand his or her evaluation repertoire. It is not a "how to" book, but rather it serves as a reference for scholarly exploration of alternatives to strictly quantitative evaluation processes. The book will assist a social scientist in determining when it is appropriate to use qualitative methods and how to get useful and valid data. Patton presents a flexible approach to the selection of evaluation methods. It is known as the paradigm of choices: using different methods for different situations. The emphasis is on the importance of understanding the background and context of a situation in order to analyze and interpret data. The text is divided into three parts. Part I is concerned with conceptual issues in the use of qualitative methods for evaluation research. Topics in this selection include the definition and recognition of qualitative data, qualitative method strategies, theoretical bases and ideals for qualitative research, and the development of multimodule evaluation designs. The compatibility of qualitative evaluation methods with different evaluation models and processes is presented. Patton sets forth a checklist of evaluation situations for which qualitative methods are appropriate. Part II deals with collecting qualitative data. Covered in this section are such things as strategies and techniques for qualitative interviewing, the stages of fieldwork, the importance of field notes, and various methods of observation. Part III focuses on the analysis, interpretation, and evaluation of qualitative data. The emphasis is on deriving useful information which is supported by theory to help in decision-making processes.

52

Quality Indicators 4-H Club-Delivery Method: Evaluation Study.

Orr, John D.

Lincoln, [NE]: Nebraska Cooperative Extension Service, Institute of Agriculture and Natural Resources, University of Nebraska, 1984.

NAL Call No.: S533.F6606

Abstract: The focus of this study was the volunteer 4-H leader's perception of selected quality indicators as related to 4-H

clubs. To arrive at potential quality indicators for the study, evaluations, printed 4-H literature, and books relating to adolescent education were reviewed. A list of 106 potential quality indicators was developed and considered before the questionnaire was devised. This questionnaire was sent to a stratified random sample of 230 adult volunteer leaders in the state. With the input from this sample, indicators of quality found in the 4-H program were identified, and the 4-H youth development program was identified as being a quality program.

53

Readings in Community Organization Practice.

Kramer, Ralph M.; and Specht, Harry.

Englewood Cliffs, NJ: Prentice-Hall, c1983.

NAL Call No.: HV41.R4 1983

Abstract: This book is a selection of readings on the practices of community organization and social planning, encompassing the elements of community organizing, participation, program planning, and policy analysis. Chapter One: Contexts: Community and Organization deals with the sources of the conditions that need to be amended, which include communities and organizations. Chapter Two: Citizen Participation examines the participation of people in community organization and social planning. Chapter Three: Professional Change Agents and Their Strategies and Chapter Four: The Process of Program Planning: Knowledge and Technology concern the major aspects of the planning practice, program development and planning design. Chapter Five concludes this book with discussions on various aspects of social policy. This book offers much of the current thinking on community organization for the 1980s and 1990s.

54

The Results of the Section Concerning Program Emphasis in 4-H From 1982 Survey Conducted by the Ohio Cooperative Extension Service.

Schumacher, Stephen D.

Thesis. Ohio State University, 1983.

NAL Call No.: S533.F66S393.

Abstract: The purpose of this thesis was to identify where emphasis should be placed with the different program units in 4-H and to determine the relationship of the following selected attribute variables: sex, age, area of employment, and area of residence. The principal conclusions found were that the respondents should be given lower emphasis. Also there were significant differences between groups of each selected attribute variable.

55

Strengthening 4-H in Schools.

Burrows, C.; and Zaremba, S.

1982. v 20 p. 18-21.

Madison: The Journal of Extension.

NAL Call No.: 275.28 J82

Abstract: The potential of "4-H in the schools" is unlimited. A gap exists between the world as experienced by students in classrooms and the rest of the world. If schools encourage students to take advantage of community opportunities outside the instructional program, then students may be better able to relate school studies to the rest of their lives. "4-H in the schools" can provide instructional resources, things and places to explore, and hands-on experiences. 4-H and schools can become partners in education, each building on the other's strengths. Accordingly, it is recommended in the authors' study that 4-H change its identification from an informal "out-of-school" educational program to a "non-formal, educational, character and skills-building youth program."

56

A Study of the Effect of 4-H Membership on Societal Behavior.

Holt, Geraldine.

n.p.: n.p., [1981?].

NAL Call No.: S533.F66H62

Abstract: This research was undertaken to study the relationship between 4-H membership and the presence of positive behavioral patterns among past 4-H members against patterns of those not in the program. Both the study and control participants were from San Bernardino County, California, with the study group having been enrolled in 4-H during 1973-74. Participants in the control group were neighbors of the 4-H respondents, and of similar age and sex. Responses to questionnaires asking for sociodemographic; community involvement; societal behavior; drug, alcohol and cigarette use; age, ethnicity and sex information were tested for association using the standard Chi-square test. When tested for significance by years of membership, in many areas, those involved in the 4-H program five or more years show significantly more positive behavior than those in only one year. The conclusion, as a result of this study, is that 4-H does appear to significantly influence the lives of those involved and induce them to become more responsible members of society.

57

Summary of Early 1984 Survey Responses on Minnesota 4-H Camping Programs.

Beker, Jerry.

Letter. 21 May 1984. Center for Youth Development and Research, University of Minnesota, St. Paul, MN.

NAL Call No.: S533.F66B45

Abstract: This is a summary to the responses to a camping questionnaire sent to all Minnesota counties in 1984. The findings have not been analyzed in this report. There is a copy of the questionnaire attached as well as a list of respondents' general suggestions on 4-H camping.

58

Survey of 4-H Natural Resource Project Members and Alumni.

Byford, James L.

n.p.: n.p., 1981.

NAL Call No.: S533.F66B92

Abstract: This report is the result of an effort by the National 4-H Natural Resources Committee to evaluate current, short term, and long term effects of 4-H natural resources projects on the lives of 4-H'ers. Efforts were made to contact as many 4-H'ers and former 4-H'ers as possible who had demonstrated excellence in any of the natural resources projects in all states. Contacts with clientele to be surveyed were made by state 4-H departments and state natural resources extension specialists who work or have worked with clientele. Most responses were forwarded directly to the committee; some were sent to the state contact and then on to the committee. Results from 142 persons from 21 states are presented in table forms with selected comments from respondents as to the value of natural resources to them.

59

Survival Skills for Managers.

Wilson, Marlene.

Boulder, CO: Volunteer Management Associates, c1981.

NAL Call No.: HD31.W557

Abstract: Marlene Wilson's "Survival Skills for Managers" provides a comprehensive and practical guide for those who manage others in increasingly technocratic organizations. Her view, which emphasizes creativity, asserts that efficiency in organizational programming is not enough. She argues that "it is often within well-managed and efficient programs that people are hurting most" and her creative management approach stresses that people must come to feel that they are as important as the program. This guide provides applicable tools such as worksheets and action guides, assessment instruments to help clarify orientations, and theoretical frameworks for volunteer and staff managers; together the chapters provide a comprehensive look at saving managers from falling into common organizational pitfalls. Chapter I investigates the creative process, looks at the hostile environment that most organizations provide for creativity, discusses creative blocks, and provides strategies to use to become a more creatively-minded manager. Chapter II discusses some of the societal problems that affect all organizations and presents creative problem-solving models and

techniques. Chapter III is concerned with theoretical orientations toward power, the stages of power, and power's processes. Practical tips for improving negotiation skills are presented. The final three chapters deal with conflict management, stress management, and time management. These chapters present models and theories appropriate for each topic, but more importantly, skills and coping strategies for each problem area are outlined. The practical, yet scholarly, orientation of this book will help managers not only to survive, as the title suggests, but also to thrive in the modern workplace.

60

Task Performance and Perceived Training Needs of North Dakota 4-H Ambassadors.

Naupay, Hugo Antonio H.

Thesis. North Dakota State University, 1984.

NAL Call No.: S533.F66H7

Abstract: The purpose of this study was to identify leadership tasks which North Dakota 4-H Ambassadors felt appropriate for them to perform and to determine their ability to perform those tasks. The population of the study was the seventy-three North Dakota 4-H Ambassadors. A questionnaire was developed and sent to each 4-H Ambassador. Frequencies, percentages, and averages were determined in analyzing the data. 4-H ambassadors are mostly rural youth consisting of two-thirds female; college students with seven or more years of experience as a 4-H member; and four or less years as a 4-H Ambassador. A majority felt the 65 given leadership tasks were appropriate. A majority of the respondents reported being well prepared to perform half of the 65 given leadership tasks.

61

Teaching Adults Effectively.

Knox, Alan Boyd.

San Francisco: Jossey-Bass, 1980.

NAL Call No.: LC5219.T4

Abstract: The central purpose of the work is to identify important concepts and practices in adult education to help the teacher or supervisor increase the effectiveness of teaching. The sourcebook is comprised of a collection of nine chapters, each written by a leading author in adult and continuing education. The first five chapters each deal with a specific provider agency and clientele. Learning settings addressed are evening credit courses, limited education audiences, corporate training programs, community colleges, and distance learning. Chapters six through eight address major concepts, practices, and other literature that helps teachers increase effectiveness. Topical areas discussed in these chapters include critical

decision making for teachers, small group instruction, and supervision of teachers of adults. The final chapter reviews major concepts of teaching adults effectively and also summarizes key implications for action.

62

Teenagers and 4-H.

Hamilton, Stephen F.; and Kenny, Sheryl.

National Association of Extension 4-H Agents, New York, New York, 1984?

NAL Call No.: S533.F66H32

Abstract: 4-H club membership rolls from two New York State counties were used to select a sample of 62 young people who were currently teenagers and had been 4-H members five years earlier. In telephone interviews they were asked whether they were still 4-H members and why or why not. Teens who had dropped out complained about the absence of challenge, the narrowness of social contacts, and the dominance of adults. To retain more teenagers, 4-H must offer diverse activities, increasing leadership, and adult leaders who are skilled in working with adolescents.

63

Two Boy Scout Troops: the Impact of the Troop Culture on What Boys Learn.

Shinkwin, Anne; and Kleinfeld, Judith.

Fairbanks, AK: Institute of Social and Economic Research, University of Alaska, 1983.

NAL Call No.: HS3313.S5

Abstract: To obtain an understanding of the goals of scouting and how these goals were to be achieved, organizational literature (the Boy Scout Handbook and the Troop Committee Guidebook, merit badge pamphlets, etc.) was analyzed. To obtain an understanding of how troops actually functioned, two different Boy Scout troops were observed for seven months. In this study, local troop ideology emerged as the key variable in explaining troop differences; adults define the ideology and most youth members support it. The educational experience each troop created differed profoundly, even though each followed the official scouting program.

64

Utilization-Focused Evaluation.

Patton, Michael Quinn.

Beverly Hills: Sage Publications, c1978.

NAL Call No.: H62.P37

Abstract: In this book the author presents a comprehensive model for evaluation built upon the central premise that evaluation research must be capable of producing findings that can be

effectively used in program decision making. The author draws upon relevant research, personal experience, and a body of knowledge from a variety of disciplines in development of the work. Case studies, examples and various scenarios are presented to help introduce the major points of each chapter. The first three chapters set a framework for thinking about the evaluation process. Chapters Four and Five introduce the concept of decision makers and information users and their relationship to identifying the focus of the evaluation. Chapters Six and Seven discuss the notion of goals in the evaluation process while Chapter Eight deals primarily with the implementation of the evaluation project. Chapters Nine through eleven discuss paradigms of evaluation research and design as well as subsequent analysis, interpretation, dissemination, and utilization of the findings. The comprehensive model proposed by the author is outlined in Chapter 12 in a step-by-step fashion.



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